

Purpose and Possible Models of Scaffolded Implementation

The Arizona Department of Education’s “TIMELINE for Implementation of 2010 Arizona Mathematics and English Language Arts Standards” states that beginning in the year 2011-2012 “districts and schools are advised to scaffold implementation of new standards.”

The 2014-2015 school year marks the first year that Arizona’s students in grades 3-11 will be assessed on the 2010 Arizona State Standards (Common Core). With this in mind, it is critical that schools and districts are moving forward in transitioning all grade levels to meet the content demands, cognitive depth, and rigor of the 2010 standards. It is critical that schools and districts develop an implementation plan for those grade levels not addressed by the “TIMELINE for Implementation of 2010 Arizona Mathematics and English Language Arts Standards.”

The Arizona Department of Education recognizes that scaffolded implementation plans will vary for schools and districts across the state. These differences might depend on a variety of factors including prior school and district initiatives, grade level strengths, assessment data, professional development, culture/climate for change, and focused curricular personnel – among others. It is important that schools and districts examine current culture, student data trends, and curricular capacity to ensure that all of Arizona’s students will be ready for the shift to the 2010 Arizona State Standards (Common Core).

Arizona educators in conjunction with the Arizona Department of Education have developed a Crosswalk Document for Mathematics and an Alignment Document for English Language Arts to support the transition to Arizona’s new 2010 ELA and Mathematics Standards. These documents are designed to link formerly adopted standards that are currently being taught and assessed by AIMS to the new 2010 ELA and Mathematics Standards. Not only will these documents assist schools and districts in transitioning to the new standards, but they will also help to ensure that currently assessed topics and concepts continue to be taught.

It is important to consider the implications of transitioning students to Arizona’s 2010 standards both in the areas of Mathematics and English Language Arts.

- In the area of mathematics, content has shifted – often to lower grade levels. In order to transition effectively, it is important to ensure that teachers are comfortable with new content prior to teaching it. Furthermore, it is essential that teachers identify the commonalities between the 2008 Mathematics Standard and the 2010 Mathematics Standards to begin transitioning instruction to an increased cognitive level. It is critically important that teachers continue to teach those 2008 performance objectives that will continue to be assessed on AIMS. These measures will support a smooth full transition and minimize any student gaps in learning. There are various strategies for

scaffolding implementation in mathematics including beginning with specific domains in grade levels. The K-12 continuum should be considered when making these choices. Integrating the Standards for Mathematical Practice is a recommended first step for all schools/districts simultaneously with a scaffolding of content.

- In the area of English Language Arts, there have been many changes as well. The focus for ELA is on College and Career Readiness beginning in kindergarten. The grade level standards have all been aligned to meet this goal by high school graduation. As a result, rigor has increased within all grade levels and within all Strands. Some of the most noteworthy shifts have been the focus on argument in the standards, text complexity and the shift in Lexile levels, and the importance of the Listening and Speaking standards. Also included as part of the ELA Standards are the Literacy Standards for History/Social Studies, Science, and Technical Subjects. These standards are the responsibility of those content area teachers and are designed to complement – not replace – the grade level content standards in those disciplines. Language Arts teachers and content area teachers will find that conversation and collaboration will help them ensure the readiness of their common students.

Frequently Asked Transition Questions and Answers

Q: *Isn't the shift to the 2010 Arizona Common Core Standards only mandatory for Kindergarten during the 2010-2011 school year with 1st Grade being added the following year?*

A: *This is true. The ADE "TIMELINE for Implementation of the 2010 Mathematics and English Language Arts Standards" does require this. However, it is important to keep in mind that the assessment given in the 2014-2015 school year will be given to all students in grades 3-11. This means that current middle school students will be taking the assessment of the 2010 Arizona Standard as high school students. All students in grades 3-11 during the 2014-2015 school year will be affected by the change in the assessment system.*

Q: *How will I know what has changed from one grade level to another in the standards so that I can best prepare my students?*

A: *For both English Language Arts and Mathematics, there is a "Summary of Changes" document. This document outlines current performance objectives that have moved to another grade level in the 2010 Arizona Common Core State Standards.*

Q: *If I transition to the 2010 Arizona Common Core State Standards now, will my students be negatively impacted when they take AIMS?*

A: *No, Arizona students will not be negatively impacted if thoughtful and strategic planning is a priority. It is important for teachers and administrators to be aware of the AIMS Assessment Blueprints for ELA and Mathematics in addition to the Crosswalk/Alignment Documents and Summary of Changes documents. These documents are critical in identifying the commonalities between the currently assessed standards in English Language Arts and Mathematics and the 2010 Arizona Common Core State Standards. Careful analysis of the changes allows a backmapping of concepts/skills from one grade level to another to ensure that any potential gaps will be addressed. Although content/skills may be moved or removed from a grade level with full implementation of the 2010 Standards, students will continue to be assessed on current Arizona standards through Spring 2014. It is important to make connections between the currently assessed standards and 2010 standards to determine content that may be addressed through either a distributive practice or through a full instructional cycle.*

AIMS 2012 through 2014 will be impacted by the 2010 Arizona Common Core State Standards. The crosswalk/alignment documents will be used to guide the writing of new AIMS items so that items align to both sets of standards (currently assessed and 2010 Standards). All new items will be written to align to the concept level of the currently assessed standards which will support an increase in cognitive demand. The "depth of knowledge" and text complexity for new items will both be increased. This more rigorous design lends itself to the inclusion of multiple steps or processes for students to arrive at an answer or solution. Additionally, reading passages will include more science

content to better align with the ELA Literacy in History/Social Studies, Science, and Technical Subjects.

Q: *Will the transition only affect Mathematics and English Language Arts teachers?*

A: *No. While the 2010 Arizona ELA and Mathematics (Common Core) Standards address the Mathematics and ELA content areas, there is also an area in the ELA document that addresses Literacy in History/Social Studies, Science, and Technical Subjects. While teachers of these disciplines will continue to teach their content standards, the literacy standards will complement their instruction. Implementation of the Literacy standards for these content areas is essential to ensure a smooth transition to the increased rigor of the 2010 Standards.*

Q: *There are standards for Literacy in History/Social Studies, Science, and Technical Subjects within the English Language Arts Standards document. What are “technical subjects”?*

A: *According to the 2010 English Language Arts Glossary of Key Terms, “Technical Subjects” are defined as “those courses devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subjects; a technical aspect of a wider field of study, such as art or music.”*

The table below shows the implications of the current ADE transition plan to the 2010 Arizona State Standards (Common Core) and PARCC assessments if only the minimum requirements are met and scaffolded implementation of other grade levels does not occur:

Minimum Requirement Model as Outlined by Current Timeline

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards is required according to the ADE timeline.		
PURPLE	Represents grade levels that will have had one full year of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015. Students may be underprepared for PARCC assessments if individual schools/districts have failed to scaffold implementation for non-required grade levels in previous years.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 1 transition model and ADE implementation timeline.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

Clearly, scaffolding implementation at other grade levels is essential. There are many ways to scaffold implementation, both within grade levels and within content areas. The next several pages offer sample models for scaffolded implementation at particular grade levels. The purpose in providing these models is to stimulate discussion and thinking as schools and districts develop transition plans.

Possible Models for Scaffolded Implementation

MODEL 1

This model represents full implementation at all grade levels beginning in the 2012-2013 school year. Content considerations are necessary to determine limitations and possibilities.

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards could occur with use of the Arizona ELA Alignment Document and Mathematics Crosswalk.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 1 transition model and ADE implementation timeline.		
ROSE	Represents grade levels that have received two full years of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 1 transition model.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

- * Grades 10 & 11 may wish to fully implement 2010 Arizona ELA and Mathematics Standards (Common Core) instruction in the year 2012-2013, or they may wish to implement a 50% model for instructional units and lessons to prepare for ADE-required full implementation during the 2013-2014 school year. While these grade levels will not be taking the PARCC assessments, students will be taking an AIMS test that will be dually aligned to both the current Arizona standards and to the 2010 Arizona ELA and Mathematics (Common Core) Standards.

MODEL 2

This model represents full implementation at certain grade levels that when projected to 2014-2015 will represent elementary, middle, and high school students. Content considerations are necessary to determine limitations and possibilities.

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards could occur with use of the Arizona ELA Alignment Document and Mathematics Crosswalk.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 2 transition model and ADE implementation timeline.		
ROSE	Represents grade levels that have received two full years of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 2 transition model.		
PINK	Represents grade levels that will have had one full year of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 2 transition model.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

- * Grades 10 & 11 may wish to fully implement 2010 Arizona ELA and Mathematics Standards (Common Core) instruction in the year 2012-2013, or they may wish to implement a 50% model for instructional units and lessons to prepare for ADE-required full implementation during the 2013-2014 school year. While these grade levels will not be taking the PARCC assessments, students will be taking an AIMS test that will be dually aligned to both the current Arizona standards and to the 2010 Arizona ELA and Mathematics (Common Core) Standards.

MODEL 3

This model represents full implementation at certain grade levels that when projected to 2014-2015 will represent elementary, middle, and high school students. Content considerations are necessary to determine limitations and possibilities.

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards could occur with use of the Arizona ELA Alignment Document and Mathematics Crosswalk.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 3 transition model and ADE implementation timeline.		
ROSE	Represents grade levels that have received two full years of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 3 transition model.		
PINK	Represents grade levels that will have had one full year of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 3 transition model.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

- * Grades 10 & 11 may wish to fully implement 2010 Arizona ELA and Mathematics Standards (Common Core) instruction in the year 2012-2013, or they may wish to implement a 50% model for instructional units and lessons to prepare for ADE-required full implementation during the 2013-2014 school year. While these grade levels will not be taking the PARCC assessments, students will be taking an AIMS test that will be dually aligned to both the current Arizona standards and to the 2010 Arizona ELA and Mathematics (Common Core) Standards.

MODEL 4

This model represents some implementation at all non-required grade levels. This model allows for domain-specific implementation in Math and also for focused content implementation in ELA. Content considerations are necessary to determine limitations and possibilities.

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards could occur with use of the Arizona ELA Alignment Document and Mathematics Crosswalk.		
GREEN	Represents “scaffolded instruction” with 50% implementation of instructional lessons and units that are aligned to the 2010 Arizona ELA and Mathematics Standards.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 4 transition model and ADE implementation timeline.		
PINK	Represents grade levels that will have had one full year of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 4 transition model.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

- * Grades 10 & 11 may wish to fully implement 2010 Arizona ELA and Mathematics Standards (Common Core) instruction in the year 2012-2013, or they may wish to implement a 50% model for instructional units and lessons to prepare for ADE-required full implementation during the 2013-2014 school year. While these grade levels will not be taking the PARCC assessments, students will be taking an AIMS test that will be dually aligned to both the current Arizona standards and to the 2010 Arizona ELA and Mathematics (Common Core) Standards.

MODEL 5

This model represents full implementation at some grade levels, and targeted implementation at others. Content considerations are necessary to determine limitations and possibilities.

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards could occur with use of the Arizona ELA Alignment Document and Mathematics Crosswalk.		
GREEN	Represents “scaffolded instruction” with 50% implementation of instructional lessons and units that are aligned to the 2010 Arizona ELA and Mathematics Standards.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 5 transition model and ADE implementation timeline.		
ROSE	Represents grade levels that have received two full years of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 5 transition model.		
PINK	Represents grade levels that will have had one full year of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 5 transition model.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

- * Grades 10 & 11 may wish to fully implement 2010 Arizona ELA and Mathematics Standards (Common Core) instruction in the year 2012-2013, or they may wish to implement a 50% model for instructional units and lessons to prepare for ADE-required full implementation during the 2013-2014 school year. While these grade levels will not be taking the PARCC assessments, students will be taking an AIMS test that will be dually aligned to both the current Arizona standards and to the 2010 Arizona ELA and Mathematics (Common Core) Standards.

MODEL 6

This model represents full implementation at some grade levels, and targeted implementation at others. Content considerations are necessary to determine limitations and possibilities.

2011-2012 *Kindergarten required.	2012-2013 *Kinder and Grade 1 required.	2013-2014 *Full implementation required.	2014-2015 *Full implementation required.
			K
		K	1
	K	1	2
K	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12
10	11	12	
11	12		
12			
2014-2015 PARCC assessments will be given to grades 3-11.			
BLUE	Represents grade levels in which full implementation of 2010 Arizona ELA and Mathematics Standards could occur with use of the Arizona ELA Alignment Document and Mathematics Crosswalk.		
GREEN	Represents “scaffolded instruction” with 50% implementation of instructional lessons and units that are aligned to the 2010 Arizona ELA and Mathematics Standards.		
RED	Represents grade levels that have received full instruction since kindergarten with the 2010 Arizona ELA and Mathematics Standards before taking the PARCC assessments in 2014-2015 based on the Sample 6 transition model and ADE implementation timeline.		
ROSE	Represents grade levels that have received two full years of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 6 transition model.		
PINK	Represents grade levels that will have had one full year of instruction with the 2010 Arizona ELA and Mathematics Standards before taking PARCC assessments in 2014-2015 based on the Sample 6 transition model.		
GRAY	Represents grade levels that will not take PARCC assessments, though some will receive instruction in 2010 Arizona ELA and Mathematics Standards.		

- * Grades 10 & 11 may wish to fully implement 2010 Arizona ELA and Mathematics Standards (Common Core) instruction in the year 2012-2013, or they may wish to implement a 50% model for instructional units and lessons to prepare for ADE-required full implementation during the 2013-2014 school year. While these grade levels will not be taking the PARCC assessments, students will be taking an AIMS test that will be dually aligned to both the current Arizona standards and to the 2010 Arizona ELA and Mathematics (Common Core) Standards.